

LESSON 6

Making a Plan for Healthy Eating and Physical Activity – Part 1

Student Learning Objective:

1. Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.

National Health Education Standards:

- Self Management and Goal Setting

Lesson Synopsis

Review the previous lesson dealing with influences on eating healthy foods and getting physical activity and strategies for overcoming negative influences. Describe ways to get the recommended amount of physical activity. Describe the characteristics of SMART goals and how to plan steps toward goals. Set individual goals and develop plans for eating healthy and getting the amount of physical activity as recommended by the dietary guidelines.



Activity	Time in Minutes	Materials Needed
Introduction	3	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Negative Influences on My Eating and Physical Activity Habits" (from Lesson 5) • Slide Master: "Strategies Learned From a Parent or Other Trusted Adult" Supplied by the Teacher <ul style="list-style-type: none"> • Projector • Slide
Teacher Input	20	Health Education Materials <ul style="list-style-type: none"> • Poster: "50 Ways to Put Physical Activity Into Your Life," Learning Zone Xpress Teacher Manual Resources <ul style="list-style-type: none"> • Slide Master: "Setting SMART Goals" • Slide Master: "Sample Goals" • Teacher Reference: "Sample Goals" Supplied by the Teacher <ul style="list-style-type: none"> • Projector • Slides
Application or Skill Practice	20	Teacher Manual Resources <ul style="list-style-type: none"> • Slide Master: "My Strengths, My Improvements" • Student Worksheet: "My Plan for Healthy Eating" • Student Worksheet: "My Plan for Physical Activity" • Teacher Reference–Assessment: "Assessment Rubric for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity" • Teacher Reference–Assessment: "Assessment Checklist for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity" • Student Self-Assessment Rubric: "My Plan for Healthy Eating AND My Plan for Physical Activity" • Student Self-Assessment Checklist: "My Plan for Healthy Eating AND My Plan for Physical Activity"

Application or Skill Practice (continued)		Supplied by the Teacher <ul style="list-style-type: none"> • Slide • Projector • Pens or pencils • Writing paper • Student folders with worksheets and handouts from Lessons 2-5
Closure	2	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "My Plan for Healthy Eating" • Student Worksheet: "My Plan for Physical Activity" Supplied by the Teacher <ul style="list-style-type: none"> • Student folders or file folders
TOTAL	45	

Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A rubric and checklist, "Assessment Rubric for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity" and "Assessment Checklist for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity" are provided for you to use at the end of this lesson.
- **Decide if you want students to assess** their own progress. **Duplicate** the rubric and/or checklist, "My Plan for Healthy Eating AND My Plan for Physical Activity," for students if you plan to have them use one or both of the assessment tools.

For Introduction:

- **Prepare a slide** of the slide master, "Strategies Learned From a Parent or Other Trusted Adult."

For Teacher Input:

- **Display** the poster, "50 Ways to Put Physical Activity Into Your Life."
- **Prepare slides** of the slide masters, "Setting SMART Goals," "Sample Goals," and "Steps Toward My Goals."
- **Review** the teacher reference, "Sample Goals."


For Application or Skill Practice:

- **Decide how you will divide your class** into small groups of three students.
- **Prepare a slide** of the slide master, "My Strengths, My Improvements."
- **Duplicate** the student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity," for each student.

LESSON PROCEDURE

Introduction: Review the previous lesson dealing with influences on getting the healthy amount of food and physical activity and strategies for overcoming negative influences.



Approximately 3 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the homework by using the student worksheet, "Negative Influences on My Eating and Physical Activity Habits," and the slide master, "Strategies Learned From a Parent or Other Trusted Adult."</p> 	<p><i>Please get out your homework. Let's find out what the adults you interviewed had to say about getting the right amounts of healthy food and physical activity.</i></p> <p>Display the first question on the slide, "Strategies Learned From a Parent or Other Trusted Adult."</p> <p>Call on several students to share the nutrition ideas they learned from the parents or other trusted adults they interviewed.</p> <p>Display the last question on the slide, "Strategies Learned From a Parent or Other Trusted Adult."</p> <p>Call on several students to share the physical activity ideas they learned from the parents or other trusted adults they interviewed.</p>	
<p>State the focus of the lesson.</p>	<p><i>Today, you will use these ideas to make individual plans to eat and be physically active as your Daily Food Plan suggests.</i></p>	

Teacher Input: Describe ways to get the recommended amount of physical activity. Describe how to set SMART goals and steps toward goals.





Approximately 20 minutes


Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Display the poster, "50 Ways to Put Physical Activity Into Your Life."</p>	<p><i>Take a look at this poster. It lists 50 ways to get physical activity.</i></p> <p><i>Hold up your fingers to show how many of these ideas you have on your worksheets.</i></p> <p><i>Hold up your fingers to show how many new ideas you see on the poster that you might like to try.</i></p>	

<p>Describe how to set goals using the slide masters, "Setting SMART Goals" and "Sample Goals," and the teacher reference, "Sample Goals."</p> 	<p><i>As we have learned about healthy eating and physical activity, you probably have wished you could do some things better. Wishing doesn't change anything, but setting goals and working toward them does. Here is a method for setting goals.</i></p> <p>Display the slide, "Setting SMART Goals," and describe the five characteristics of a SMART goal.</p> <p><i>Now, let's look at some examples of goals and decide if each one is a SMART goal or not.</i></p> <p>Display the first goal on the slide, "Sample Goals."</p> <p><i>Point to your brain if you think this is a SMART goal. Make a thumbs down sign if you don't think this is a SMART goal.</i></p> <p>Pause to allow the students to signal their responses. Call on a couple students to explain their responses. Ask what is missing if they think the goal is not a SMART goal. Use the teacher reference, "Sample Goals," to explain why the goal is not a SMART goal.</p> <p>Continue in this manner for the remaining six goals.</p>	
<p>Describe how to identify steps to take to reach goals using the slide master, "Steps Toward My Goals."</p> 	<p>Display the goal at the top of the slide, "Steps Toward My Goals."</p> <p><i>Once you have set a goal, it is time to describe the steps you will take to reach your goal. For most goals, you will need to do several tasks to move closer to your goal. Let's practice identifying steps using the example on this slide.</i></p> <p>Ask the students what steps they could take to reach the goal of drinking six cups of water a day instead of soda. Call on students to share their ideas.</p> <p>Display the steps on the lower part of the slide.</p> <p><i>You were able to identify several of the steps toward the goal of drinking water. This illustrates that goals can be reached when you take small steps in the right direction.</i></p>	

Application or Skill Practice: Set goals for eating healthy and getting the amount of physical activity as recommended by the dietary guidelines.


Approximately 20 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review personal eating and physical activity habits and recommendations using the resources collected in the students' folders and the slide master, "My Strengths, My Improvements."</p> 	<p>Display the slide, "My Strengths, My Improvements."</p> <p><i>Please get out your folders. To prepare for setting your goals, look over the things you have learned about healthy eating and physical activity.</i></p> <p>Have the students review their completed worksheets and writing assignments from Lessons 2-5 to identify how closely their eating and physical activity align with the "Daily Food Plan" recommendations.</p> <p><i>As you review the work in your folder, notice how your eating and physical activity compare to the recommendations in your Daily Food Plan. Look for a strength and an area you'd like to improve related to your eating. Look for a strength and an area you'd like to improve related to your physical activity. Write these four things on a piece of paper.</i></p>	 <p>Use the teacher assessment rubric or checklist provided at the end of the lesson if you want to assess students' skill development. You could also have students use the self-assessment rubric or checklist.</p> 
<p>Form small groups with three students per group.</p> <p>Celebrate individual strengths in healthy eating and physical activity.</p>	<p>Form small groups of three.</p> <p><i>Let's celebrate the healthy things we are doing already. In your triad, tell one another one of the strengths you wrote on your paper.</i></p> <p>Allow two minutes for the triads to share their strengths.</p> <p><i>Each of us is doing something to eat healthy or be physically active. Stand up and hop up and down if you wrote down a strength that is related to your physical activity. You may be seated. Now, stand up and pat your stomach and turn around in place if you identified a strength that is related to your healthy eating. You may be seated.</i></p> <p><i>Congratulations! You are already doing healthy things.</i></p>	 <p>Students will be in these groups for the remainder of this lesson and for Lesson 7.</p>
<p>Identify areas to improve healthy eating and physical activity.</p>	<p><i>On the other hand, there is always something more we can do to improve our habits related to eating and being physically active.</i></p> <p><i>Look at the two areas you would like to improve. We are going to create a plan to make improvements in these areas.</i></p>	

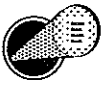
<p>Identify goals to improve healthy eating and physical activity using the slide master, "Setting SMART Goals," and the student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity."</p> 	<p>Display the slide, "Setting SMART Goals," again. Distribute the worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity," to each student.</p> <p><i>Now you will have an opportunity to set one goal for improving your healthy eating and one goal for improving your physical activity.</i></p> <p><i>On each worksheet, write a SMART goal, one for healthy eating and one for physical activity. Be sure to check each one to see if they include all five characteristics of a SMART goal.</i></p>	
<p>Share feedback on the SMART goals.</p>	<p><i>In your triads, you will check each other's SMART goals and make sure they are complete. Pass your worksheet with your goal for healthy eating to the person sitting to your right.</i></p> <p><i>Now, read your teammate's goal and check to see if all five characteristics are included. If it is complete, place checkmark in front of S, M, A, R, and T. If it is missing a characteristic, leave that box empty.</i></p> <p>Allow the students a few minutes to check the goals. Assist students as needed with their assessments.</p> <p><i>Okay, please give the worksheet back to its owner. You will have time to work on your goal again in a minute if you need to alter it.</i></p> <p><i>This time, pass your worksheet with your goal for physical activity to the person sitting to your left.</i></p> <p><i>Again, read your teammate's goal and check to see if all five characteristics are included. If it is complete, place checkmark in front of S, M, A, R, and T. If it is missing a characteristic, leave that box empty.</i></p> <p>Allow the students a few minutes to check the goals. Assist students as needed with their assessments.</p> <p><i>Okay, please give the worksheet back to its owner.</i></p> <p>Instruct the students to amend their goals as needed. They may ask their teammates for help.</p>	

Closure: Develop a plan to reach goals for eating healthy and getting the amount of physical activity as recommended by the dietary guidelines.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Complete plans to reach goals as homework using the student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity."</p> 	<p><i>Now that you have set your goals to improve your healthy eating and physical activity, you can complete your plan. As homework, complete part 2 of your worksheets by doing two things:</i></p> <ol style="list-style-type: none"> <i>1. Decide what steps you need to take, called tasks, to reach your goal. Write the tasks on the steps up the stairs to the goal.</i> <i>2. Include a due date for each task.</i> <p><i>Be sure to note any resources you will need and someone who can help you reach your goal.</i></p> <p><i>You do not need to finish the last two items on the worksheet. We will do that as we work towards our goals.</i></p> <p><i>You will be sharing one of your two plans with a classmate in our next health lesson. You can decide which of the two plans to share.</i></p> <p><i>Your homework is due (provide the date you will teach Lesson 7).</i></p>	
<p>Remind students to place their work and handouts in their folders.</p>	<p><i>Please place all your handouts and worksheets in your folder. You will use the contents of your folder during the last lesson of this unit.</i></p>	
<p>Preview the next health lesson.</p>	<p><i>In our next health lesson, you will complete your plan for improving your healthy eating and physical activity and support others in reaching their goals.</i></p>	





Strategies Learned From a Parent or Other Trusted Adult

- **What strategies did you learn for improving your healthy eating?**
- **What strategies did you learn for improving your physical activity?**





Setting SMART Goals

When you set a goal, it is important to make sure it's a SMART goal!

S

Specific: Is my goal clearly defined? Does it tell who, what, where, when, and how much?

M

Measurable: Will I be able to tell when I've met my goal?

A

Attainable: Is it something I really want to do?

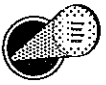
R

Realistic: Am I willing and able to do it?

T

Timely: Have I set a deadline?

If your goal is a SMART goal, you will be able to answer "yes" to all questions.



Sample Goals

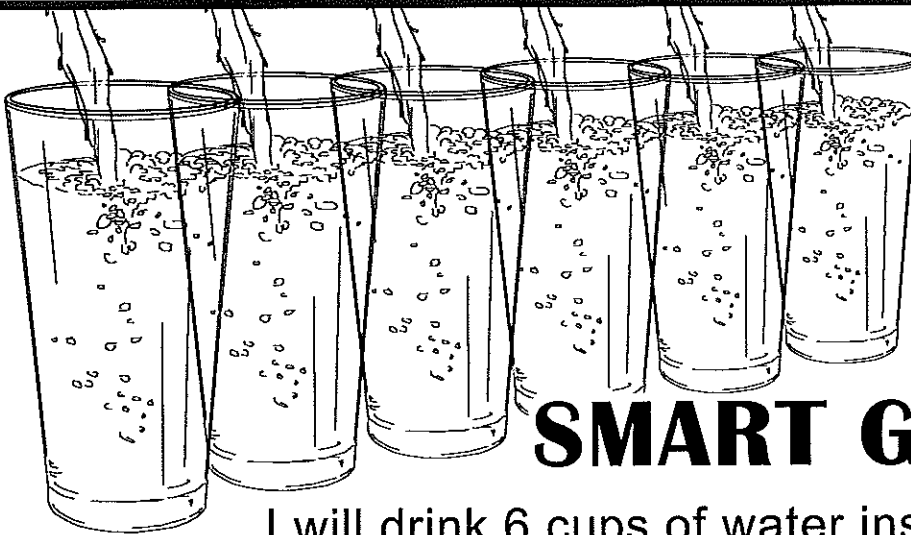
Which goals are SMART goals?

1. I will eat better.
2. I will eat one more cup of vegetables each day for three weeks.
3. I will drink less cola.
4. I wish I weighed less.
5. I will walk fast for 30 minutes, jump rope for 15 minutes, and shoot basketballs for 15 minutes each day after school for two weeks.
6. I will drink 6 cups of water instead of soda every day for the next two weeks.
7. I will go to bed at 9:00 PM and get up at 7:00 AM every day for two weeks.

S M A R T ?



Steps Toward My Goals



SMART Goal:

I will drink 6 cups of water instead of soda every day for the next two weeks.

Steps Toward This Goal:

1. Get a water bottle.
2. Carry water with me wherever I go.
3. Ask my teacher if I can have water at my desk.
4. Keep water in the refrigerator at home.
5. Drink one glass of water at each meal.
6. Drink one glass of water between meals.
7. Drink water before, during, and after being physically active.
8. Keep track of how much I drink each day.



Sample Goals

Which goals are SMART goals?

1. I will eat better.

This is not a SMART goal. This goal is not specific because it doesn't tell what the person will do to eat better by describing what, where, when, and how much. It is not measurable, so the person will not be able to tell when he or she meets the goal. It may or may not be attainable and realistic, but it is difficult to tell when it is this vague. It is not timely because it doesn't indicate a timeline for meeting the goal.

2. I will eat one more cup of vegetables each day for three weeks.

This is a SMART goal. It tells specifically what the person wants to do in measurable terms and by when. It is probably attainable and realistic as long as the person has access to vegetables and is committed to trying.

3. I will drink less cola.

This is not a SMART goal. This goal is not specific because it doesn't tell what the person will do to eat better by describing what, where, when, and how much. It is not measurable, so the person will not be able to tell when he or she meets the goal. It may or may not be attainable and realistic, but it is difficult to tell when it is this vague. It is not timely because it doesn't indicate a timeline for meeting the goal.

4. I wish I weighed less.

This is not a SMART goal. This goal is not specific because it doesn't tell what the person will do to eat better by describing what, where, when, and how much. It is not measurable, so the person will not be able to tell when he or she meets the goal. It may or may not be attainable and realistic, but it is difficult to tell when it is this vague. It is not timely because it doesn't indicate a timeline for meeting the goal.

5. I will walk fast for 30 minutes, jump rope for 15 minutes, and shoot basketballs for 15 minutes each day after school for two weeks.

This is a SMART goal. It tells specifically what the person wants to do in measurable terms and by when. It is probably attainable and realistic as long as the person has access to a jump rope and basketball and is committed to trying.

6. I will drink six cups of water instead of soda every day for the next two weeks.

This is a SMART goal. It tells specifically what the person wants to do in measurable terms and by when. It is probably attainable and realistic as long as the person has access to water and is committed to trying.

7. I will go to bed at 9:00 PM and get up at 7:00 AM every day for two weeks.

This is a SMART goal. It tells specifically what the person wants to do in measurable terms and by when. It is probably attainable and realistic as long as the person has access to a clock and a bed and is committed to trying.



My Strengths, My Improvements

Review your eating patterns:

- Look for a strength.
- Look for an area you'd like to improve.

Review your physical activity patterns:

- Look for a strength.
- Look for an area you'd like to improve.

Write these four things on a piece of paper.





My Plan for Healthy Eating

Part 1 Directions:

1. Write your SMART goal at the top of the stairs.
2. Have your partners check to make sure your SMART goal is complete.

Part 2 Directions for Homework:

3. Decide what steps you need to take, called tasks, to reach your goal. Write the tasks on the steps up the stairs.
4. Include a due date for each task.
5. Note any resources you will need to reach your goal.
6. Identify someone who can help you reach your goal.

You will need to remember to use the next two steps in Lesson 7 as you work toward reaching your goals.

7. Check your progress and make changes if you need to.
8. Evaluate whether or not the goal was met.

GOAL and DUE DATE:

SMART

STEP 6 TASK: Due Date: _____

STEP 5 TASK: Due Date: _____

STEP 4 TASK: Due Date: _____

STEP 3 TASK: Due Date: _____

STEP 2 TASK: Due Date: _____

STEP 1 TASK: Due Date: _____

1. What resources will I need to reach my goal?
2. Who can help me reach my goal?
3. Am I getting closer to my goal? If not, what can I do?
4. Did I reach my goal?



My Plan for Physical Activity

Part 1 Directions:

1. Write your SMART goal at the top of the stairs.
2. Have your partners check to make sure your SMART goal is complete.

Part 2 Directions for Homework:

3. Decide what steps you need to take, called tasks, to reach your goal. Write the tasks on the steps up the stairs.
4. Include a due date for each task.
5. Note any resources you will need to reach your goal.
6. Identify someone who can help you reach your goal.

You will need to remember to use the next two steps in Lesson 7 as you work toward reaching your goals.

7. Check your progress and make changes if you need to.
8. Evaluate whether or not the goal was met.

GOAL and DUE DATE:

S ☐
M ☐
A ☐
R ☐
T ☐

STEP 6

TASK:

Due Date:

STEP 5

TASK:

Due Date:

STEP 4

TASK:

Due Date:

STEP 3

TASK:

Due Date:

STEP 2

TASK:

Due Date:

STEP 1

TASK:

Due Date:

1. What resources will I need to reach my goal?
2. Who can help me reach my goal?
3. Am I getting closer to my goal? If not, what can I do?
4. Did I reach my goal?





Assessment Rubric for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity

Elements in the Lesson

- Write your SMART goal at the top of the stairs.
 - Specific: Is my goal clearly defined? Does it tell who, what, where, when, and how much?
 - Measurable: Will I be able to tell when I've met my goal?
 - Attainable: Is it something I really want to do?
 - Realistic: Am I willing and able to do it?
 - Timely: Have I set a deadline?
- Write the tasks on the steps up the stairs.
- Include a due date for each task.
- Note any resources needed to reach the goal.
- Identify someone who can help you reach your goal.

The last two steps are used in Lesson 7.

- Check your progress and make changes if needed.
- Evaluate whether or not the goal was met.

NOTE: You are assessing students' ability to set meaningful goals and develop a plan to reach them. You are not judging their selected goal.

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

Check which goal and plan this rubric was used to assess:

_____ Healthy Eating

_____ Physical Activity

1	2	3	4	Comments
Few of the elements of SMART goals are included. Most of the elements are vague or may be unrelated. Many of the tasks are incomplete or vague. Resources or the person to help reach the goal may be missing.	Most of the elements of SMART goals are included. Some of the elements may be vague. Some of the tasks may be incomplete or vague. At least one resource or person to help reach the goal is listed.	All of the elements of SMART goals are included. Tasks to reach the goal are listed with due dates. Resources are listed. A person is listed to help reach the goal.	All of the elements of a SMART goals are clearly and completely described. Fully described tasks are listed with logical due dates. Many resources are described. One or more people are listed to help reach the goal. The student may have provided explanations for including some elements of the plan.	



My Plan for Healthy Eating AND My Plan for Physical Activity

Elements in the Lesson

- Write your SMART goal at the top of the stairs.
 - Specific: Is my goal clearly defined? Does it tell who, what, where, when, and how much?
 - Measurable: Will I be able to tell when I've met my goal?
 - Attainable: Is it something I really want to do?
 - Realistic: Am I willing and able to do it?
 - Timely: Have I set a deadline?
- Write the tasks on the steps up the stairs.
- Include a due date for each task.
- Note any resources needed to reach the goal.
- Identify someone who can help you reach your goal.

The last two steps are used in Lesson 7.

- Check your progress and make changes if needed.
- Evaluate whether or not the goal was met.

The following rubric can be used for assessing your skill development in setting goals and planning to reach them. You may have demonstrated the elements of this skill through role play, written assignments, or classroom activities. Write any ideas or thoughts you have in the "Comments" column.

Check which goal and plan this rubric was used to assess:

_____ Healthy Eating

_____ Physical Activity

1	2	3	4	Comments
I included few of the elements of SMART goals. Most of the elements are vague or may be unrelated. Many of the tasks I listed are incomplete or vague. I didn't include dates for each task. Resources or the person to help reach the goal may be missing or unhelpful.	I included most of the elements of SMART goals, but some of the elements may be vague. Some of the tasks I listed may be incomplete or vague. I listed at least one resource or person to help reach the goal.	I included all of the elements of SMART goals. I listed tasks and due dates to reach the goal. I listed resources and a person who can help reach the goal.	I clearly and completely described all of the elements of SMART goals. I fully described tasks and listed logical due dates. I included many resources. I listed one or more people to help reach the goal. I may have provided explanations for including some elements of the plan.	



Assessment Checklist for Skill Development: My Plan for Healthy Eating AND My Plan for Physical Activity

The following table can be used as a checklist for assessing student skill development. The checklist can also be used as an analytic rubric for scoring student work by assigning a numeric value to the skill levels: Not Evident, Emerging, and Evident.

If you assign a numeric score value to the student's skill level, you can use it in a variety of ways.

- You can assign the same weight to each element of the skill. For example, in a skill having three elements, the student would receive 5 points for each element performed correctly. The student could receive a total score of 15 points.
- You could weight the elements of the skill differently. For example, the student could earn up to 5 points for the first element, up to 9 points for the second element, and one point for the third element, for a maximum total of 15 points.

The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

NOTE: A separate checklist is available for students to use to assess their own progress.

Check which goal and plan this checklist was used to assess:

_____ Healthy Eating

_____ Physical Activity

	Not Evident	Emerging	Evident	Comments
SMART Goals				
Specific: Is my goal clearly defined? Does it tell who, what, where, when, and how much?				
Measurable: Will I be able to tell when I've met my goal?				
Attainable: Is it something I really want to do?				
Realistic: Am I willing and able to do it?				
Timely: Have I set a deadline?				
Plan				
Listed tasks that must be completed to reach the goal.				
Set a due date for each individual task.				
Identified any resources needed to reach the goal.				
Identified a person to help reach the goal.				
Check progress and make changes if needed.	This step is used in Lesson 7.			
Evaluate whether or not the goal was met.	This step is used in Lesson 7.			

**My Plan for Healthy Eating AND My Plan for Physical Activity****Directions:**

- Use the following checklist to assess your skills.
- Think about each action in the left-hand column.
- Place an "x" under the statement that best describes what you did and how easy or difficult it was.
- Write any ideas or thoughts you have in the "Comments" column.

Check which goal and plan this checklist was used to assess:

_____ Healthy Eating

_____ Physical Activity

	I did not do this step.	I did this step, but it was hard.	I did this step.	I did this step easily.	Comments
SMART Goals					
Specific: Is my goal clearly defined? Does it tell who, what, where, when, and how much?					
Measurable: Will I be able to tell when I've met my goal?					
Attainable: Is it something I really want to do?					
Realistic: Am I willing and able to do it?					
Timely: Have I set a deadline?					
Plan					
I listed tasks that must be completed to reach my goal.					
I set a due date for each individual task.					
I identified any resources needed to reach my goal.					
I identified a person to help reach my goal.					
I checked my progress and made changes if I needed to.	This step is used in Lesson 7.				
I evaluated whether or not my goal was met.	This step is used in Lesson 7.				

